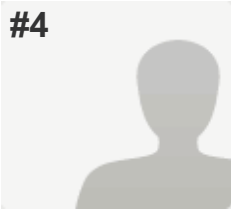


#4

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, January 12, 2016 12:50:08 PM**Last Modified:** Thursday, May 26, 2016 3:12:06 PM**Time Spent:** Over a month**IP Address:** 209.152.101.1

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Q1: Name of School District:	Hinton Community School
Q2: Name of Superintendent	Peter Stuerman
Q3: Person Completing this Report	Jessica Koedam

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Q4: 1a. Local TLC Goal

To offer support for new teachers through a comprehensive mentoring program, including support from a Mentor teacher observation and collaboration opportunities, and quality professional development.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

A survey of staff members who had received mentoring services in the 5 years prior to the TLC plan's implementation, some gaps were discovered as follows:

Mentees felt they did not receive adequate training opportunities
 Mentees felt they did not have enough time for collaboration in the school setting
 Mentees rated the overall effectiveness of the program in the middle range.

The district felt that 3 mentors were needed to adequately address the needs of the district. Mentors were selected by a hiring committee consisting of 2 volunteer teachers, 2 administrators, and the TLC Coordinator (after she was hired). All applicants turned in letters of intent, resumes, and a question/answer passage for the committee to review. A roundtable discussion was held to find the best candidate for each of the jobs.

During Year 1 of TLC implementation, 3 mentors and 5 mentees attended Journey to Excellence: An Iowa Model for Mentors of Beginning Educators at Northwest AEA in Sioux City, Iowa. Journey to Excellence training addresses the personal and professional needs of the beginning educator as described by Ellen Moir as the "Phases of First Year Teaching" and provides an understanding of the Iowa Teaching Standards through the use of A Framework for Understanding the Iowa Teaching Standards and Criteria. Time was also spent discussing the Code of Ethics developed by the Board of Educational Examiners.

The activity logs show that mentees spent time observing both their mentors and other teachers in the district. The logs also show that time was spent reflecting on classroom experiences, district initiatives, and in face-to-face teaching conversations.

After the first year of the new Mentor implementation, another survey was conducted. Survey results are as follows:

100% of mentees felt they had enough collaboration time with their mentors
 80% strongly agreed that they felt comfortable asking their mentor for support, and 20% agreed that they felt comfortable asking for support
 60% of mentees rated the quality of their mentor as average, while 40% rated the quality as very high
 100% of mentees agreed that their mentors provided them with strategies, resources, and knowledge to use in the classroom

Of the 5 mentees, 5 of them successfully completed the Journey to Excellence program and had successful evaluations. 4 mentees have decided to stay with the Hinton Community School. The other has decided to remain in the field of teaching but has decided to move to another community. All 3 of the mentors have decided to stay with the program.

Q7: 2a. Local TLC Goal

Respondent skipped this question

Q8: 2b. To what extent has this goal been met?

Respondent skipped this question

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q10: 3a. Local TLC Goal

To involve 30% of the staff in leadership roles by empowering and encouraging teachers to assume leadership positions with increased responsibilities and commensurate compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

At Hinton, we involved many of our teachers in the writing of the TLC grant. We felt our staff was best aware of what we needed as a district in terms of teacher leadership positions. After that process was completed, the superintendent sent out application materials to everyone on staff. Everyone (that met TLC legislation requirements) was encouraged to

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apply.

Out of 55 staff members, we ended up with 18 staff members interested in 14 leadership positions and 2 more interested in being part of the hiring committee.

The teacher leadership roles we have in our district are:

- 1- TLC Coordinator- Full time-
- 1- Technology Coach- ½ time
- 4- MTSS/PBIS Instructional Coaches (no release time)
- 5- AIW Coaches (no release time)
- 3- Mentor teachers (no release time)

The job descriptions for these positions are as follows:

TLC Coordinator Job Description:

TLC Coordinator will oversee and provide support for all teachers in mapping a curriculum that is well articulated vertically and horizontally aligned to the Iowa Core.

TLC Coordinator will work with the superintendent, building administrators, and Instructional Coaches to plan and deliver professional development for the district that focuses on implementation of district initiatives.

TLC Coordinator will monitor the collection and analysis of district student achievement data.

TLC Coordinator will report to stakeholders through presentations and newsletter and/or newspaper articles.

TLC Coordinator will oversee the TLC plan.

TLC Coordinator will coordinate the work of teacher leaders.

TLC Coordinator will plan, facilitate and monitor professional learning for teacher leaders.

TLC Coordinator will facilitate monthly teacher leader meetings to collect feedback and improve communication within the TLC system.

Technology Coach Job Description

Technology Coach will research best practices in using technology to support instruction and learning.

Technology Coach will plan and deliver PD activities regarding the integration of technology in the classroom.

Technology Coach will collaborate with classroom teachers one on one and in groups, modeling multiple strategies for infusing technology into current teaching practices.

Technology Coach will engage in the development and integration of technology into the curriculum and assist in the implementation of the 1:1 initiative.

Technology Coach will collaborate with the TLC Coordinator and other coaches in planning PD for all initiatives.

Technology Coach will use extended contract days for researching best practices, developing professional development classes, collaborating with other instructional coaches and the TLC Coordinator, and attending training to further develop their skills.

Technology Coach will maintain logs of all activities related to their leadership role and will submit the logs bi-weekly to the TLC Coordinator for review.

Technology Coach will attend planning meetings of the TLC Coordinator, Mentors, and Instructional Coaches. The Technology Coach will also attend other professional development planning meetings when requested, as well as AEA/state trainings on teacher leadership.

MTSS/PBIS Instructional Coaches

Instructional Coaches will attend AEA and/or state trainings on current initiatives and teacher leadership.

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Instructional Coaches will provide guidance and support to staff in district initiatives, including modeling strategies.

Instructional Coaches will oversee testing, implementation and data collection/ interpretation for MTSS/PBIS initiatives.

Instructional Coaches will facilitate PLC team meetings for current initiatives.

Instructional Coaches will meet with TLC Coordinator and other coaches to develop and deliver in-service related to the implementation of district wide initiatives.

Instructional Coaches will research and share evidence based interventions/strategies to use for MTSS/PBIS groups.

Instructional Coaches will attend planning meetings with the TLC Coordinator, Mentors, and Technology Coach on an ongoing basis to discuss progress with district initiatives.

Instructional Coaches will report to stakeholders through presentations and newsletter and/or newspaper articles.

Instructional Coaches will maintain logs of all activities of their leadership role and will submit the logs bi-weekly to the TLC Coordinator for review.

AIW Coaches Job Description

Instructional Coaches will attend training in becoming an AIW coach from the Center for AIW. They will also attend AEA and/or state trainings on current initiatives and teacher leadership.

Instructional Coaches will provide guidance and support regarding the AIW initiative to AIW teams, including modeling of AIW strategies and 1/1 collaboration.

Instructional Coaches will collaborate with the TLC Coordinator and other coaches in planning and delivering professional development activities.

Instructional Coaches will work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices.

Instructional Coaches will lead AIW team members in collecting and analyzing data.

Instructional Coaches will collaborate with TLC Coordinator and other coaches in planning PD for all initiatives.

Instructional Coaches will report to stakeholders through presentations and newsletter and/or newspaper articles.

Instructional Coaches will maintain logs of all activities of their leadership role and will submit the logs bi-weekly to the TLC Coordinator for review.

Mentor Job Description:

Mentor will attend mentor/mentee training and leadership training offered by the AEA.

Mentor will meet one day with mentee before the start of school, daily the first two weeks of school and once a week after that to collaborate with mentee.

Mentor will observe mentee followed by a post-observation collaboration and coaching once a month.

Mentor will provide mentee with leadership guidance in the district initiatives.

Mentor will collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies.

Mentor will assist mentee in collecting and analyzing classroom student data.

Mentor will provide support through planning, modeling, and co-teaching.

Mentor will report to stakeholders through presentations and newsletter/newspaper articles.

Mentor will maintain logs of all activities related to their leadership role and will submit the logs bi-weekly to the TLC Coordinator for review.

Coordinator for review.

Our goal was to have 30% of teachers in leadership positions. We currently have all of our TLC positions filled. That's 14 teachers, or 26%, in leadership positions. (Our staff size has increased from 50 to 55, making our percentage of staff in leadership roles a bit smaller).

The teacher leaders at Hinton school were selected by a hiring committee consisting of 2 volunteer teachers, 2 administrators, and the TLC Coordinator (after she was hired). All applicants turned in letters of intent, resumes, and a question/answer passage for the committee to review. A roundtable discussion was held to find the best candidate for each of the jobs.

After teacher leaders were selected, the training opportunities began. The first thing the TLC leaders attended was the Launching Teacher Leadership: Organizing the TLC Plan event in Des Moines, Iowa. From there, the team focused on coaches training. They attended Leveraging Teacher Leadership training in Des Moines and Instructional Coaching Level 1 with Ann Hoffman during the first summer of implementation.

Coaches also attended multiple trainings specific to their job titles- Early Literacy Implementation Training, PBIS trainings, MTSS Trainings, AIW trainings, technology trainings, Reading trainings, and Mentoring and Induction trainings and multiple webinars and face-to-face trainings put on by the Iowa Department of Education. A team also went to Maria Nielsen training on unpacking the core and PLCs. The first year of implementation was spent gathering a lot of information through trainings.

Q13: 4a. Local TLC Goal

To increase student achievement by providing teachers with continued support and guidance in implementing research-based and data driven professional development through the use of instructional coaches.

Q14: 4b. To what extent has this goal been met?

(no label)

Fully Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

At Hinton, our highest priority goal was to increase student achievement. Our Iowa Assessment scores show that every one of our grade levels outperformed both the state and the AEA on the average National Standard Score for reading on the Iowa Assessments, with the exception of 7th grade which beat the state but tied the AEA. This assessment data also showed that Hinton School had a greater percent proficient by grade than both the AEA and the state in the area of reading.

After one year of TLC implementation, this year's annual trend data shows that all of our grade levels showed growth over last year in reading, math, and science on the Iowa Assessments, with the exception of 11th-grade reading.

In math, the annual trend data shows that all of our grade levels' NSS scores are currently above the proficiency cut score and grew by at least seven points. In addition, all grade levels are above proficiency cut scores in science and showed positive growth in this area as well.

We currently do not have AYP or ACT data to show for this year because it has not been released by the state yet. This data will be included in next year's report as it becomes available. Our graduation rate for the 2016 year was 100%, as it was in 2015.

We were also able to increase student achievement through the implementation and use of PLCs. Weekly PLC sessions for grades TK-6th were implemented this year as a method for looking at student PBIS behavior data and FAST reading data.

The TK-3rd-grade building's FAST scores went from 74.91% in the fall to 81.25% in the Spring. The TTK-3rd-grade building's behavior data went from a January high of 5.89 behavior trackers written per day down to an average of 3.57 trackers written for the month of May.

This was the first year of implementation of the FAST Assessments for students in grades 4-6. Our teacher leaders were instrumental in leading this new initiative in the upper grades. FAST scores in grades 4-6 went from 59.3% in the fall to 61.71% in the Spring. We expect the scores to continue to climb as we continue to work through the MTSS building blocks. PBIS behavior/ tracker data for these grades went from a February high of 4.76 trackers written per day to 1.05 written in May.

Student achievement was also targeted through the use of TLC leader led Professional Development sessions. We spent a lot of time on enacted curriculum and unpacking the Iowa Core standards this year. This in response to FAST data indicating that strengthening the core was needed.

Teacher feedback and survey data indicated that the staff was happy with the way professional development went this year. According to teacher logs 100% of professional development sessions were led by teacher leaders.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

To Provide Teachers with Support in Quality Curriculum Development that is aligned with the Iowa Core, district goals, and district initiatives through a teacher TLC Coordinator position.

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

At Hinton, teachers use Curriculum Mapper to map the Iowa Core curriculum they teach. This year, like those before, teachers used this program to align curriculum. In addition to Curriculum Mapper, all staff received at least one ½ day session with the TLC Coordinator and their grade level/content area team to work on unpacking the Iowa Core. In addition to this work, we conducted a TK-12 gap analysis of the ELA Iowa Core standards and began to write formative and summative assessments.

Survey data shows that teachers appreciated unpacking with the TLC Coordinator and they felt she was knowledgeable and helpful in this area.

After focusing on the ELA Iowa Core standards during professional development time this year, our 2015-2016 Iowa Core Summary report showed that every one of our grade levels outperformed both the state and the AEA on the average National Standard Score for reading on the Iowa Assessments, with the exception of 7th grade which tied the AEA. This data also showed that Hinton School had a greater percent proficient by grade than both the AEA and the state in the area of reading. In addition, the annual trend data shows that all of our grade levels showed growth in reading on the Iowa Assessments, with the exception of 11th grade.

Q19: 6a. Local TLC Goal

To Provide Teachers with Support in Integrating Technology (1:1/classroom iPads) in the classroom that will enhance student learning through a Technology Coach position.

Q20: 6b. To what extent has this goal been met?

(no label)

Fully Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The technology coach was able to attend multiple trainings this year including the Google EdTechTeam Summit training, a TIES technology training in Minneapolis, the Iowa EdCamp, Iowa 1:1 Academy, the TIE conference in South Dakota, and 6 day long trainings for tech coordinators and tech integrationists.

He brought this information back to the district and supported 1:1 technology integration in grades 9-12 as well as helped implement many new technology resources into the classrooms. In the lower grades, our tech coach hosted 4 technology meetings during morning staff meetings, one ½ day Tech Camp training, 2 early out technology themed PD sessions, weekly technology newsletters, and, according to activity logs, met with 34 teachers at least once about how to implement technology resources into their classroom.

In addition to leading professional development and to one-on-one coaching, the technology coach facilitated the addition of an area called Maker Space. Maker Space is an area for students to create, explore, and learn through hands on experiences with technology. The district spent \$2,500 and the tech coach procured another \$2,000 in donations to get this space up and running. It was used by students before and after school and also during an MTSS intervention period.

The feedback from the Technology Coach survey has provided some good insight into what went well and the areas in which improvement is needed. Several teachers had positive experiences, which prompted them to provide positive feedback, such as commenting that the Tech Coach is always willing to help and finding good technology for students to use during learning and experience. Several areas were mentioned for improvement, all of which will be considered, prioritized, and used as a foundation for review this summer for implementation and integration for next year. Teachers want more ideas for device integration, programs for unit and lesson curriculum, and activities for students to have hands-on learning. One area of particular interest is in technology professional development. Teachers enjoyed the Tech Camp we organized and are wanting more opportunities like that to teach them new things and learn currently used things more effectively. The Technology Coach values the feedback and will work to integrate the feedback as effectively and thoroughly as possible.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Based off data analysis, the district has decided we'd like to involve more leaders in leading professional development. We feel having more people involved will benefit the district by allowing for more differentiated professional development to greater meet the needs of students and teachers. This will mean changing job descriptions and tweaking titles of leaders to include professional development planning.

We also feel we need to modify the time requirement for our leaders. After much discussion about how difficult it is to quantify leadership with number of days, we have decided that a set amount of days doesn't reflect the vision our district has for its leaders. We feel adding the language, "Up to 10 days" rather than "10 days" will better meet the needs of the district and leaders.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The TLC benefitted Hinton School by providing us with the resources to add more leadership positions to our buildings. Hiring a full-time TLC Coordinator to serve as a curriculum leader and professional development facilitator allowed us to dig deeper into student achievement data and the Iowa Core. The 1/2 time technology coach position allowed us to take technology integration deeper into the curriculum and help implement more meaningful professional development for staff.

The other leadership positions were equally as valuable to the district because they were instrumental in improving the culture/climate of the building, led the way for the implementation of state initiatives, and provided direct resources and support to teachers and students in the classroom.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.